

# 2012-13 New York State Alternate Assessment

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## Administration Training: Updates and Review for All Teachers

Office of Assessment Policy, Development and Administration



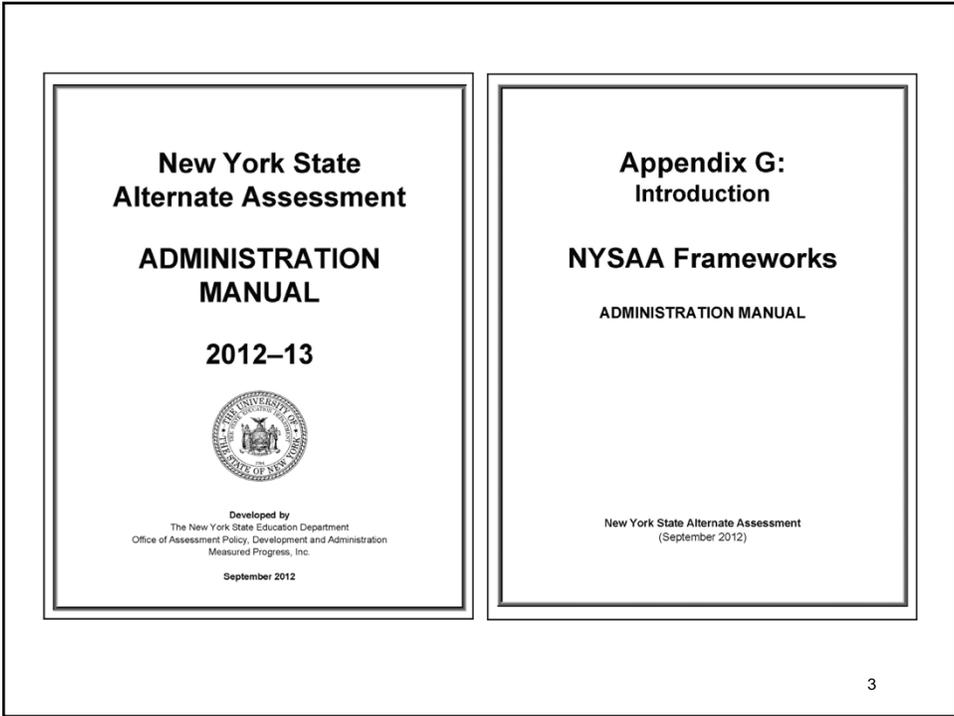
University of the  
State of New York  
State Education  
Department

## Purpose of Administration Training

- Provides an overview of the NYSAA administration process and prepares teachers to plan, administer, assemble, and submit student datafolios for scoring.
- All teachers must review the 2012-13 Administration Manual (September 2012).



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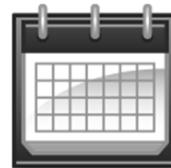


Age Ranges for Testing on NYSAA in 2012-13		
Assessment	Birth Date	Student's Age Between September 1, 2012 and August 31, 2013
Grade 3 ELA & Math	September 1, 2003—August 31, 2004	9
Grade 4 ELA, Math, and Science	September 1, 2002—August 31, 2003	10
Grade 5 ELA and Math	September 1, 2001—August 31, 2002	11
Grade 6 ELA and Math	September 1, 2000—August 31, 2001	12
Grade 7 ELA and Math	September 1, 1999—August 31, 2000	13
Grade 8 ELA, Math, and Science	September 1, 1998—August 31, 1999	14
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1994—August 31, 1995	18*

\*Note: NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1994 who have not been assessed at the secondary-level must be assessed in 2012-13 before they leave school.

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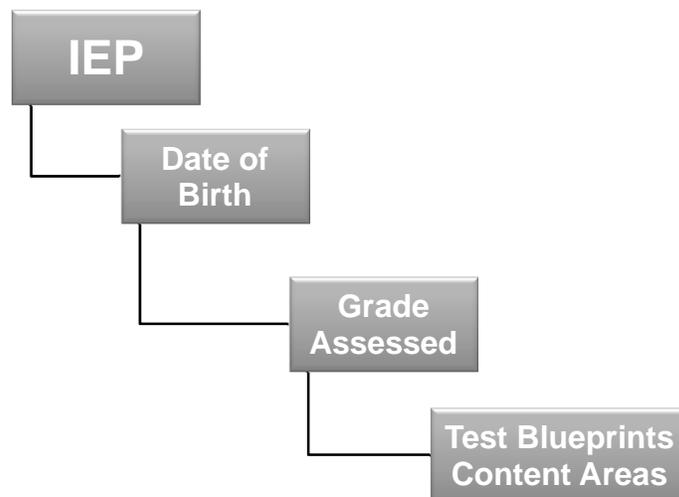
## NYSAA Administration Period



- Administration begins on October 1, 2012
- Administration ends on February 8, 2013
- All datafolios must be completed and turned in to building administrators by February 8, 2013
- No further work, edits, additions, changes, etc. can be done to a datafolio after February 8<sup>th</sup>

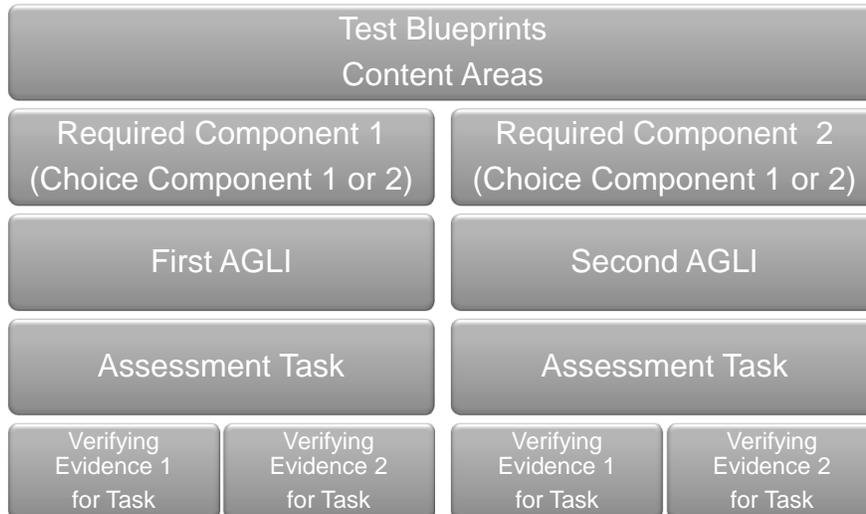
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## Administration Overview



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## Administration Overview (cont'd)



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## Administration Overview (cont'd)

- Conduct the task on at least three separate dates during the administration period
- Record the student's performance data (Level of Accuracy and Level of Independence) for **last** three dates of performance on the Data Summary Sheet
- Complete one Data Summary Sheet for each Required Component (refer to document titles)
- Collect verifying evidence of assessment task for any two of the last three dates documented on the Data Summary Sheet

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## Testing Accommodations

- The Department is required to report on the use of testing accommodations to the US Department of Education
- Record the content-specific testing accommodations on page 2 of the Student Page in the space provided
- Refer to pages 23-24 of the NYSAA Administration Manual (September 2012) and the OSE website for information about testing accommodations

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## NYSAA Testing Accommodations on page 2 of NYSAA Student Page Administration Manual, Appendix D

2012-13 NYSAA Student Page (1 of 2)

Student Information

2012-13 NYSAA Student Page (2 of 2): Testing Accommodations

Testing Accommodations Provided During Testing (check all that apply):

Testing Accommodations	Content Area			
<input type="checkbox"/> Flexibility in scheduling/timing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Flexibility in setting	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Method of presentation (exclude Braille/large type and test read)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Method of response	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Other (exclude use of calculator, abacus, and arithmetic tables, use of spell-check/grammar-check devices, and waiving of spelling, paragraphing and punctuation)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Braille	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Large type	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Tests read *	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Use of calculator, abacus, or arithmetic tables **	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Use of spell-check/grammar-check devices ***	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Waiving of spelling, paragraphing, or punctuation ***	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
ELL Testing Accommodations	Content Area			
<input type="checkbox"/> Time extension	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Separate location	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Bilingual dictionary/glossary	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Oral translation	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Responses written in native language	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Translated edition (selected tests)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)

\* Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA AGLs that do not assess reading skills; is allowed for Grades 3-8 for mathematics, science, and social studies.  
\*\* Only an allowable testing accommodation for HS mathematics or for Grades 3-8 mathematics AGLs that do not assess calculation skills; is allowed for Grades 3-8 for ELA, science, and social studies.  
\*\*\* Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA AGLs that do not assess writing skills; is allowed for Grades 3-8 for mathematics, science, and social studies.

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## **Measured Progress ProFile™ Information – Appendix A**

- Available to teachers statewide
- Online during the Administration Period
  - Taken off-line February 8, 2013 at 6:00 pm
  - Teachers will be unable to access datafolio documents after the close of administration
- Includes all required NYSAA documents and eliminates the need for transcription of information across multiple documents
- Compatible with IBM or PC and Mac platforms

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## **NYSAA Scoring Dimensions**

- **Connection to Grade-Level Content**
  - AGLI selected from grade level,
  - Task connects to AGLI, and
  - Verifying evidence connects to Task
- **Performance**
  - Accuracy – the number of correct responses
  - Independence – the number of steps/items that did not require prompts or cues

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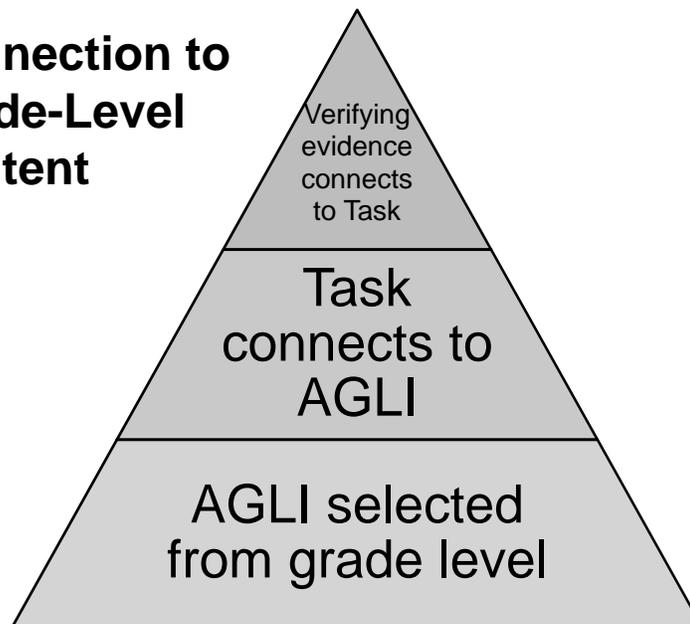
## Connection to Grade-Level Content

The Connection to Grade-Level Content is a progression with three parts:

1. AGLI selected from grade level
2. Task connects to AGLI
3. Verifying evidence connects to Task

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## Connection to Grade-Level Content



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# AGLIs page:

Important note about using vocabulary from AGLIs

AGLIs		MATH – Grade 4 (cont'd)
Required Component 2—Strand: Measurement		
Choice Component 1—Band: Units of Measurement		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Measurement—Units of Measurement		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> <li>order objects according to their lengths (21101)</li> <li>recognize the difference in length between standard units of measurement (21102)</li> <li>compare two objects according to the attributes of mass (more mass/less mass) (21107)</li> <li>order three or more objects according to the attributes of mass (more mass/less mass) (21108)</li> <li>identify tools appropriate for measurement (21109)</li> <li>use standard and/or non-standard tool(s) for measurement (21109)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>use a ruler to measure and identify lengths to the nearest whole standard unit (21205)</li> <li>use a scale to measure and identify the mass of objects measured in grams (21207)</li> <li>use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21208)</li> <li>use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209)</li> <li>use appropriate tools to measure and compare the capacity (volume) of two or more amounts measured in standard units (21210)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>use a ruler or meter stick to measure and compare lengths to the nearest whole standard unit (21304)</li> <li>use a scale to measure the mass of objects and compare the masses of objects measured in kilograms (21305)</li> <li>recognize, name, and use appropriate tools to measure capacities (volume), lengths, and/or mass measured in standard units (21306)</li> </ul>

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., length, mass, capacity, name, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., length, mass, capacity, volume, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

# AGLIs page:

Important Notes Grade 8 specific AGLIs

AGLIs		MATH – Grade 8 (cont'd)
Required Component 2—Strand: Algebra		
Choice Component 1—Band: Variables and Expressions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Algebra—Variables and Expressions		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> <li>compare quantities of objects using the symbols (<math>&gt;</math>, <math>&lt;</math>, or <math>=</math>) related to the terms (equal to, greater than, or less than) (41103)</li> <li>compare numerals using the symbols (<math>&gt;</math>, <math>&lt;</math>, or <math>=</math>) related to the terms (equal to, greater than, less than, or not equal) (41104)</li> <li>translate verbal/written sentences into algebraic sentences using numerals and the symbols <math>=</math>, <math>&gt;</math>, <math>&lt;</math>, and <math>\neq</math> (41105)**</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>translate verbal/written sentences into algebraic sentences using the symbols <math>=</math>, <math>&gt;</math>, <math>&lt;</math>, <math>\neq</math>, <math>\geq</math>, and/or <math>\leq</math> (41203)**</li> <li>identify correct number sentences that use any of the symbols <math>=</math>, <math>&gt;</math>, <math>&lt;</math>, <math>\neq</math>, <math>\geq</math>, and/or <math>\leq</math> (41204)**</li> <li>evaluate numerical expressions (41205)***</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>translate verbal/written sentences into algebraic sentences using the symbols <math>=</math>, <math>&gt;</math>, <math>&lt;</math>, <math>\neq</math>, <math>\geq</math>, and/or <math>\leq</math> (41304)**</li> <li>complete and/or identify correct number sentences that use any of the symbols <math>=</math>, <math>&gt;</math>, <math>&lt;</math>, <math>\neq</math>, <math>\geq</math>, and/or <math>\leq</math> (41305)**</li> <li>create verbal expressions that match given mathematical expressions (41306)**</li> <li>evaluate and/or simplify algebraic expressions (41307)***</li> </ul>

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., algebraic (or numeric) sentence, algebraic (or numeric) expression, numeral, evaluate/solve in expression (numeric/algebraic) and equation (numeric/algebraic), simplify in expression (numeric/algebraic) and equation (numeric/algebraic), etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

\*\* Student must show/select the numeric/algebraic sentence. For the translated sentence to be considered correct it must be horizontal.

\*\*\* Sentence/Expression must be presented horizontally.

\*\*\*\* Expression must be presented horizontally, but student may put it into a vertical (working format) before evaluating it to determine a specific value as an answer or before simplifying it which does not require a specific value for an answer and only that it be reduced to the point of being able to evaluate it for an answer.

\*\* Student must show/select the numeric/algebraic sentence. For the translated sentence to be considered correct it must be horizontal.

\*\*\* Sentence/Expression must be presented horizontally.

\*\*\*\* Expression must be presented horizontally, but student may put it into a vertical (working format) before evaluating it to determine a specific value as an answer or before simplifying it which does not require a specific value for an answer and only that it be reduced to the point of being able to evaluate it for an answer.

## Connection to Grade-Level Content – Assessment Task

- Assessment task describes **how** the student is going to demonstrate the AGLI
- Three Options:
  - **Choose** one directly from the Frameworks,
  - **Modify** one from the Frameworks, or
  - **Write an original** assessment task: use the verb or verb phrase and direct object from the AGLI when developing an original assessment task

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## Example of No Connection – Task to AGLI – Lost intent of AGLI

- Grade 6 Mathematics AGLI 11107 “recognize that 50% represents the same amount as  $\frac{1}{2}$  of the whole”
- Assessment task as written on DSS: The student will recognize that 50% represents the same amount as  $\frac{1}{2}$  of the whole by placing a dot on items that are  $\frac{1}{2}$  or 50%.
- Does the assessment task connect to the AGLI? **NO**
  - AGLI is about understanding that 50% is the same amount as  $\frac{1}{2}$

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### **Example of No Connection – Task to AGLI – Modification too specific**

- Grade 5 Mathematics AGLI 13204 “add, subtract, multiply, and/or divide whole numbers using two or more strategies”
- Assessment task as written on DSS: The student will add and subtract whole numbers using a number line.
- Does the assessment task connect to the AGLI? **No**
  - AGLI indicates using two or more strategies and the task does not reflect this

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### **Example of No Connection – Task to AGLI – Plural Component**

- Grade 3 ELA AGLI 32202 “answer questions of who, what, where, when, how and/or why about texts read aloud”
- Assessment task as written on DSS: The student will answer who, what, where, when, how, and/or why questions about a text read aloud.
- Does the assessment task connect to the AGLI? **No**
  - AGLI indicates “texts” as plural and the task has “text” as singular

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## AGLI Details – Plurals and AND, OR, and AND/OR Statements (Page 11)

If the AGLI contains...	Then the teacher...
plural	Must also reflect the plural component in the assessment task
“s” in parentheses (e.g., text(s))	Has the option of having the assessment task specifics be singular or plural, depending on what is appropriate given the student’s knowledge, skills, and understanding
AND	Must include all parts of the AGLI in the assessment task
OR	May choose one of the two or more elements most appropriate for the student
AND/OR	May choose to include all the elements from the AGLI <u>or</u> choose one of the more appropriate parts of the AGLI for the student

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## Connection to Grade-Level Content – Assessment Task

- How the student will communicate or demonstrate his or her responses for the assessment should not be included in the assessment task as what is being measured
  - It should go after the verb or at the end of the assessment task
- Assessment task: Joe will identify which numbers are prime numbers on a number line from 1 to 10 by pointing to the prime numbers.

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## Connection to Grade-Level Content – Verifying Evidence to Task

- Key Questions to ensure clear connections:
  - Does the verifying evidence show what the assessment task outlined as the student action?
  - Does the verifying evidence include the vocabulary from the assessment task?

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## Connection to Grade-Level Content – Verifying Evidence to Task

- Assessment task has an **AND** statement
- Grade 6 ELA AGLI 12101 “select and attend to or read literature”
  - Sample Assessment Task (SAT12101): The student will select and attend to or read literature by first making a selection and then attending or reading the selected literature.
  - Verifying evidence must show student performance percentages based on both “selecting” and “attending”

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## Connection to Grade-Level Content – Verifying Evidence to Task

- Assessment task has a **plural** statement
- Grade 3 ELA AGLI 12203 “answer questions about texts read or read aloud by others”
  - Assessment Task: The student will answer questions about texts read or read aloud by others.
- Verifying evidence
  - Shows multiple questions but they were only about one text **\*No for VE connects to task**
- **VE must demonstrate that multiple texts were used to answer the questions but they were on about one text**

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## Connection to Grade-Level Content – Verifying Evidence

- Remember to use the vocabulary from the AGLI and the assessment task
  - Grade 4 Science AGLI 12101 “recognize scientific tool(s) used in a simple investigation”
  - Assessment task: The student will recognize scientific tool(s) by indicating the tool appropriate for the given scientific investigation.
- Verifying evidence
  - Shows a collection of scientific tools and classroom tools with no indication of a scientific investigation  
**\*No for VE connects to task**
- **VE must indicate a scientific investigation that the scientific tool(s) are used for**

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## **Connection to Grade-Level Content – Verifying Evidence**

- Remember to use the vocabulary from the AGLI and the assessment task (cont'd.)
  - Grade 7 ELA AGLI 11109 “identify main idea(s) in informational text(s)”
  - Assessment task: The student will identify the main idea in an informational text.
  - Verifying evidence questions or directive
    - “What is the main idea of this text?”
    - “Point to the main idea from the informational text that we read.”

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## **Three Common Errors**

### **#1**

- Not modifying a Sample Assessment Task from the Frameworks
  - Assessment task indicated a specific student action that was then not evident in the verifying evidence

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## **Three Common Errors (cont'd)**

### **#2**

- Verifying evidence that does not connect to the assessment task due to a contradiction in directions and/or student action on worksheet
  - Most prevalent when pre-printed worksheets are used

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## **Three Common Errors (cont'd)**

### **#3**

- Problems with calculation of student performance data
  - Specifically, Level of Independence where a notation would be helpful

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**NYSAA DATA SUMMARY SHEET** Grade 7

Student Name: Alexander School Name: Date of Birth: 04/11/2000

1st ELA Required Component: Key Idea - Reading  
Choice Component (select one):  
 Standard 1: Students will read, write, listen and speak for information and understanding.  
 Standard 2: Students will read, write, listen and speak for literary response and expression.

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above):  
AGLI Code: 11107  
AGLI Text:  
recognize statements of opinion

Assessment task:  
The student will recognize the statements which are opinions by indicating the statements of opinion.

The SAT and page information below is not required, however it is helpful for scoring:  
 This assessment task is the same as SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This assessment task is comparable to SAT# SAT11107 on page 5 in the NYSAA Frameworks.  
 This is an original assessment task developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 10/6/2011		Date 2: 10/6/2011		Date 3: 10/7/2011	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	100	4	100	4	100	4
Level of Independence	100	4	100	4	100	4
Scoring Rubric	Level	100%-80%	79%-60%	59%-30%	29%-0%	
	Rating	4	3	2	1	

**NYSAA Verifying Evidence Label**

Date Student Performance: 10/6/2011  
Student Name: Alexander Slide 31  
Content Area: ELA  
AGLI Text:  
recognize statements of opinion  
Task:  
The student will distinguish facts from opinions by circling whether a sentence is a fact or opinion when given a set of statements.  
Accuracy: 100% Independence: 100%

ELA 7  
 $A = \frac{5}{5} = 100\%$   
 $I = \frac{5}{5} = 100\%$

Directions: Mark the statements that are opinion with an O on the line.

The grass is green in the summer.  
 Winter is the best season.  
 Peanut butter cookies are the best.

**Issues: AGLI and assessment task on DSS are different from VE label. Task on VE label doesn't align with the student work.**

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**NYSAA DATA SUMMARY SHEET** Grade 6 - ELA

Student Name: Day School Name: Date of Birth: 01/01/2000

1st ELA Required Component: Key Idea - Reading  
Choice Component (select one):  
 Standard 1: Students will read, write, listen and speak for information and understanding.  
 Standard 2: Students will read, write, listen and speak for literary response and expression.

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above):  
AGLI Code: 12311  
AGLI Text:  
provide details about events (plot): "who," "what," "where," "when," and/or "how."

Assessment task:  
The student will provide details about events in a story, by answering questions related to the events in the story.

The SAT and page information below is not required, however it is helpful for scoring:  
 This assessment task is the same as SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This assessment task is comparable to SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This is an original assessment task developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 10/7/2011		Date 2: 10/13/2011		Date 3: 10/14/2011	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	100	4	100	4	100	4
Level of Independence	100	4	100	4	100	4
Scoring Rubric	Level	100%	79%	59%	29%	
	Rating	4	3	2	1	

**NYSAA Observer Verification Form**

Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and may disqualify the student from receiving a reportable score.

Teacher completes this section:  
Student Name: Day Date of Student Performance: 10/14/2011  
Content Area: ELA  
AGLI text:  
provide details about events (plot): "who," "what," "where," "when," and/or "how."

Teacher completes this section:  
Student Name: Day Date of Student Performance: 10/14/2011  
Content Area: ELA  
AGLI text:  
provide details about events (plot): "who," "what," "where," "when," and/or "how."

Assessment task:  
The student will provide details about events in a story, by answering questions related to the events in the story.  
Accuracy: 76% Independence: 100%

I hereby certify the assessment task documented was conducted in my presence.  
OBSERVER SIGNATURE: \_\_\_\_\_ DATE: 10/11/11  
(must be same date of student performance noted above)

\*An Observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider; not Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer as described in section 80.5 of the Regulations of the Commissioner of Education.)  
Note: Use only one date of student performance data per Observer Verification Form.

**Issue: Level of Accuracy from DCS is not transcribed accurately to DSS, adjustment was made at scoring**

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**NYSAA DATA SUMMARY SHEET** Grade 8 - SCIENCE **8**

Student Name: Angela Date of Birth: 09/01/1997  
 School Name: \_\_\_\_\_ Name: Angie -4/15 = 73% A 100% B

**1st Science Required Component: Standard 1 - Science**  
 Choice Component (select one):  
 Key Idea 2: Testing proposed explanations  
 Key Idea 3: Observations made while testing

Alternate Grade Level Indicator (Choose one AGLI for the assessment task, Level of Accuracy, and Level of Independence. Enter the Data Summary Sheet and the verifying evidence raw data on the VES.)  
 AGLI Code: 13104  
 AGLI Text: recognize the cause of an event

Assessment task:  
 The student will recognize the cause of an event by indicating a cause for a given event.

**Cause and Effect Match**  
 Match each cause on the left with an effect on the right.

Cause	Effect
1. Baby Lisa began to cry.	She played in the sand.
2. It was raining outside.	He got a belly ache.

**Issue: Preprinted worksheet does not meet the intent of the AGLI and task. (...cause of an event...)**

Level of Accuracy	73	3	73
Level of Independence	100	4	100
Scoring Rubric	Level 4	100%-80%	75%-60%
	4		3

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy, and Level of Independence. Enter the Data Summary Sheet and the verifying evidence raw data on the VES.

Two pieces of verifying evidence are required for each AGLI (see requirements). Verifying evidence must confirm data for TWO of performance documented on this Data Summary Sheet.

**NYSAA Verifying Evidence Label**  
 Date Student Performance: 1/25/2012  
 Student Name: Angela  
 Content Area: Science  
 AGLI Text: recognize the cause of an event  
 Task: The student will recognize the cause of an event by indicating a cause for a given event.  
 Accuracy: 73% Independence: 100%

**NYSAA Verifying Evidence Label**  
 Date Student Performance: 1/27/2012  
 Student Name: Angela  
 Content Area: Science  
 AGLI Text: recognize the cause of an event  
 Task: The student will recognize the cause of an event by indicating a cause for a given event.  
 Accuracy: 87% Independence: 100%

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**NYSAA DATA SUMMARY SHEET** High School - ELA **HS**

Student Name: Lee Date of Birth: 10/22/1993  
 School Name: \_\_\_\_\_ Name: Lee Student stated "fact" or "opinion" after each statement was read. Teacher recorded responses.

**1st ELA Required Component: Key Idea 1**  
 Choice Component (select one):  
 Standard 1: Students will read, write, listen, and speak.  
 Standard 3: Students will read, write, listen, and speak.

Alternate Grade Level Indicator (Choose one AGLI for the assessment task, Level of Accuracy, and Level of Independence. Enter the Data Summary Sheet and the verifying evidence raw data on the VES.)  
 AGLI Code: 11107  
 AGLI Text: attend to or read to collect fact(s) and/or idea(s) about a single topic

Assessment task:  
 The student will attend to or read to collect fact or idea about a single topic.

**Fact and Opinion**  
 A fact is something that can be proven true. An opinion is a feeling or something that cannot be proven true.  
 Directions: Read each sentence. Write fact next to each statement and opinion next to each statement that is an opinion.

- FACT Football is a fun sport.
- FACT A skateboard has four wheels.
- OPINION Tennis can be played on grass or dirt.
- OPINION Being a soccer goalie is easy.
- OPINION Spring is the most beautiful season of all.

**Issue: Preprinted worksheet does not meet the intent of the AGLI and task. (...collect fact or idea about a single topic.)**

Level of Accuracy	80	4	80
Level of Independence	100	4	100
Scoring Rubric	Level 4	100%-80%	75%-60%
	4		3

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy, and Level of Independence. Enter the Data Summary Sheet and the verifying evidence raw data on the VES.

Two pieces of verifying evidence are required for each AGLI (see requirements). Verifying evidence must confirm data for TWO of performance documented on this Data Summary Sheet.

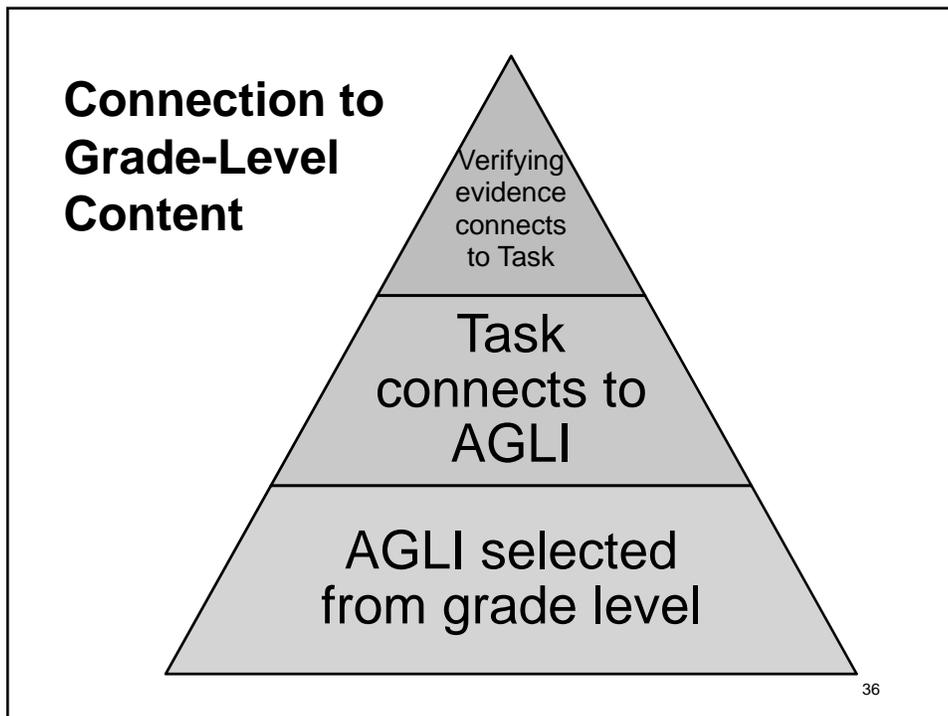
**NYSAA Verifying Evidence Label**  
 Date Student Performance: 10/12/2011  
 Student Name: Lee  
 Content Area: ELA  
 AGLI Text: attend to or read to collect fact(s) and/or idea(s) about a single topic  
 Task: The student will attend to or read to collect fact or idea about a single topic.  
 Accuracy: 80% Independence: 80%

**NYSAA Verifying Evidence Label**  
 Date Student Performance: 10/28/2011  
 Student Name: Lee  
 Content Area: ELA  
 AGLI Text: attend to or read to collect fact(s) and/or idea(s) about a single topic  
 Task: The student will attend to or read to collect fact or idea about a single topic.  
 Accuracy: 79% Independence: 100%

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AGLIs		ELA – HS
<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for Reading-Standard 1</b>		
Less Complex	◀-----▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> <li>use the school library and/or public library resources to identify a resource with information on a topic (11101)</li> <li>attend to or read to collect fact(s) and/or idea(s) about a single topic (11102)</li> <li>attend to or read to distinguish the opinions (11103)</li> <li>attend to or read to distinguish the relevant ideas (11104)</li> <li>attend to or read to distinguish similar (same) and dissimilar (different) information from a variety of sources about the same topic (11108)</li> <li>use text feature(s) (e.g., book titles, chapter titles, headings, subtitles, etc.) to find information (11109)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>use the school library or public library resources to acquire information (11201)</li> <li>identify the best library resource to use to collect facts and/or ideas about a given topic (11209)</li> <li>draw conclusion(s) based on explicit and/or implicit information (11206)</li> <li>interpret information using strategy(s) (11207)</li> <li>recognize information that is implied (11208)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>use multiple resources in the school and/or public library resources to acquire information and/or research (11306)</li> <li>interpret facts, data, and/or ideas gathered from libraries' multiple resources (11302)</li> </ul>
<p><b>identify statements of fact and/or opinion (11204)</b></p>		
<p>*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., fact, facts vs. opinions, compare, contrast, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.</p>		

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NYSAA DATA SUMMARY SHEET		Grade 7 - ELA (cont'd)	7																
Student Name: Aaron	Date of Birth: 09/20/1998	Name: Aaron	Date: 7/14/11																
School Name:	Name: Aaron	Date: 11/10/11																	
2nd ELA Required Component (select one): <input type="radio"/> Standard 1: Students will recognize rhyme and/or rhythm in poetry. <input checked="" type="radio"/> Standard 2: Students will recognize rhyme and/or rhythm in poetry. Alternate Grade Level Indicator: AGLI Code: 32102 AGLI Text: recognize rhyme and/or rhythm in poetry. Assessment task: The student will recognize rhyme and/or rhythm in poetry. The SAT and page information below: <input checked="" type="checkbox"/> The assessment task is the same as the task on the SAT.	Directions: Read the following poem and mark the words that rhyme.  If school were more like baseball We wouldn't have to study. We'd practice and we'd train. The roof was a leaker. That's what you get	Following poem at rhyme.  e was an old woman o lived in a shoe. lace was disgusting  roof was a leaker. hat's what you get																	
<b>Issue: Directions seem to contradict the assessment task.</b>																			
Level of Independence: 100 Scoring Rubric: Rating	<table border="1"> <tr><th colspan="2">NYSAA Verifying Evidence Label</th></tr> <tr><td>Date Student Performance: 11/10/2011</td></tr> <tr><td>Student Name: Aaron</td></tr> <tr><td>Content Area: ELA</td></tr> <tr><td>AGLI Text: recognize rhyme and/or rhythm in poetry</td></tr> <tr><td>Task: The student will recognize rhyme in poetry read aloud by indicating the rhyming words.</td></tr> <tr><td>Accuracy: 100% Independence: 50%</td></tr> </table>		NYSAA Verifying Evidence Label		Date Student Performance: 11/10/2011	Student Name: Aaron	Content Area: ELA	AGLI Text: recognize rhyme and/or rhythm in poetry	Task: The student will recognize rhyme in poetry read aloud by indicating the rhyming words.	Accuracy: 100% Independence: 50%	<table border="1"> <tr><th colspan="2">NYSAA Verifying Evidence Label</th></tr> <tr><td>Date Student Performance: 11/15/2011</td></tr> <tr><td>Student Name: Aaron</td></tr> <tr><td>Content Area: ELA</td></tr> <tr><td>AGLI Text: recognize rhyme and/or rhythm in poetry</td></tr> <tr><td>Task: The student will recognize rhyme in poetry read aloud by indicating the rhyming words.</td></tr> <tr><td>Accuracy: 100% Independence: 50%</td></tr> </table>	NYSAA Verifying Evidence Label		Date Student Performance: 11/15/2011	Student Name: Aaron	Content Area: ELA	AGLI Text: recognize rhyme and/or rhythm in poetry	Task: The student will recognize rhyme in poetry read aloud by indicating the rhyming words.	Accuracy: 100% Independence: 50%
NYSAA Verifying Evidence Label																			
Date Student Performance: 11/10/2011																			
Student Name: Aaron																			
Content Area: ELA																			
AGLI Text: recognize rhyme and/or rhythm in poetry																			
Task: The student will recognize rhyme in poetry read aloud by indicating the rhyming words.																			
Accuracy: 100% Independence: 50%																			
NYSAA Verifying Evidence Label																			
Date Student Performance: 11/15/2011																			
Student Name: Aaron																			
Content Area: ELA																			
AGLI Text: recognize rhyme and/or rhythm in poetry																			
Task: The student will recognize rhyme in poetry read aloud by indicating the rhyming words.																			
Accuracy: 100% Independence: 50%																			

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## Notations on Verifying Evidence

- A notation should clarify for an outside person any information about:
  - the task, (i.e., how it took place, materials used, choices presented, etc.),
  - the verifying evidence itself, or
  - how the performance data were calculated.
- If a teacher feels that the verifying evidence or its scoring needs an explanation, include a short notation on the verifying evidence. This should be written directly on the piece of evidence.

*Pages 15 and 16 of the NYSAA Administration Manual (September 2012)*

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NYSAA Data Collection Sheet for Documenting a Task by Time Segments																
Student Name: <u>Cindy</u>								Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)								
AGLI Text: <u>attend to or read different genres</u>								Assessment task: <u>The student will attend to different genres when given a selection of genres.</u>								
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response								INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted								
Length of Time for each Segment <u>30</u> <small>(circle one)</small>	Date <u>1-6-12</u>		Date <u>1-13-12</u>		Date <u>1-20-12</u>		Date <u>1-27-12</u>		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Segment 1	+	+	+	+	+	+	+	+								
Segment 2	-	-	+	+	+	+	-	-								
Segment 3	-	-	-	-	-	-	+	+								
Segment 4	+	+	-	-	-	-	+	+								
Segment 5	+	+	+	+	+	+	+	+								
Total +'s	3	3	3	3	3	3	4	4								
Total Segments	5	5	5	5	5	5	5	5								
Fraction	3/5	3/5	3/5	3/5	3/5	3/5	4/5	4/5	/	/	/	/	/	/	/	/
Percent (%)	60%	60%	60%	60%	60%	60%	80%	80%	%	%	%	%	%	%	%	%
(REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date	JX		JX		WB		WB									
<b>Staff Key (REQUIRED)</b> Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above Initials: <u>JX</u> Name: <u>J</u> <u>X</u> Initials: _____ Name: _____ Initials: <u>WB</u> Name: <u>W</u> <u>B</u> Initials: _____ Name: _____																
NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.																

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NYSAA Data Collection Sheet for Documenting a Task by Time Segments																
Student Name: <u>Cindy</u>								Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)								
AGLI Text: <u>attend to or read different genres</u>								Assessment task: <u>The student will attend to different genres when given a selection of genres.</u>								
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response								INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted								
Length of Time for each Segment <u>30</u> <small>(circle one)</small>	Date <u>1-6-12</u>		Date <u>1-13-12</u>		Date <u>1-20-12</u>		Date <u>1-27-12</u>		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Segment 1	+	+	+	+	+	+	+	+								
Segment 2	-	-	+	+	+	+	-	-								
Segment 3	-	-	-	-	-	-	+	+								
Segment 4	+	+	-	-	-	-	+	+								
Segment 5	+	+	+	+	+	+	+	+								
Total +'s	3	3	3	3	3	3	4	4								
Total Segments	5	5	5	5	5	5	5	5								
Fraction	3/5	3/5	3/5	3/5	3/5	3/5	4/5	4/5	/	/	/	/	/	/	/	/
Percent (%)	60%	60%	60%	60%	60%	60%	80%	80%	%	%	%	%	%	%	%	%
(REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date	JX		JX		WB		WB									
<b>Staff Key (REQUIRED)</b> Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above Initials: <u>JX</u> Name: <u>J</u> <u>X</u> Initials: _____ Name: _____ Initials: <u>WB</u> Name: <u>W</u> <u>B</u> Initials: _____ Name: _____																
NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date. <u>1/6/12 fiction (Book of Dragons); 1/13/12 poem (At the Seaside); 1/20/12 play (Stone Soup); 1/27/12 poem (Cars on Mars)</u>																

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## Student Performance Percentage-Teacher Rubric

- High School, Required Component: Writing
- AGLI 21207 – compose clear sentences to answer literal questions or to present information about explicit informational text
- Assessment task-modified SAT21207: The student will record clear sentences to present information about informational text.

0 clear sentences	1-2 clear sentences	3-4 clear sentences	5-6 clear sentences	7-8 clear sentences
0%	25%	50%	75%	100%

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NYSAA DATA SUMMARY SHEET		High School - ELA (cont'd)	HS	
Student Name: Chianne		Date of Birth: 07/30/1994		
School Name:				
2nd ELA Required Component: Key Idea - Writing				
Choice Component (select one):				
<input checked="" type="radio"/> Standard 1: Students will read, write, listen and speak for information and understanding.				
<input type="radio"/> Standard 3: Students will read, write, listen and speak for critical analysis and evaluation				
Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)				
AGLI Code: 21108				
AGLI Text: distinguish between relevant and irrelevant ideas, facts, and/or data				
Assessment task: The student will distinguish between relevant and irrelevant facts and/or data related to his or her life when presented information about himself or herself and other people (other people).				
Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)				
AGLI Code: 21108				
AGLI Text: distinguish between relevant and irrelevant ideas, facts, and/or data				
Assessment task: The student will distinguish between relevant and irrelevant facts and/or data related to his or her life when presented information about himself or herself and other people, by indicating which facts and/or data are relevant (self) and irrelevant (other people).				
Level	100%-80%	79%-60%	59%-30%	29%-0%
Rating	4	3	2	1

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

NYSAA ProfFile 2012

### Example – Template Chianne's HS ELA (DSS)

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Name: Chianne Date: \_\_\_\_\_

Directions: Paste the statements that are relevant (about you) under the word relevant  
Paste the statements that are irrelevant (about others) under the word irrelevant.

Relevant	Irrelevant
I buy my lunch at school.	My friend brings her lunch to school.
I ride a bus to school.	My friend is 16 years old.
I live in _____	My friend plays the drums.
I have blonde hair.	My friend lives in _____

## Example – Template Chianne’s HS ELA (VE)

Directions: Paste the statements that are relevant (about you) under the word relevant  
Paste the statements that are irrelevant (about others) under the word irrelevant.

NYSAA Verifying Evidence Label	
Date Student Performance: 10/28/2012	
Student Name: Chianne	
Content Area: ELA	
AGLI Text: distinguish between relevant and irrelevant ideas, facts, and/or data	
Task: The student will distinguish between relevant and irrelevant facts and/or data related to his or her life when presented information about himself or herself and other people, by indicating which facts and/or data are relevant (self) and irrelevant (other people).	
Accuracy: 100%	Independence: 100%

NYSAA Verifying Evidence Label	
Date Student Performance: 10/28/2012	
Student Name: Chianne	
Content Area: ELA	
AGLI Text: distinguish between relevant and irrelevant ideas, facts, and/or data	
Task: The student will distinguish between relevant and irrelevant facts and/or data related to his or her life when presented information about himself or herself and other people, by indicating which facts and/or data are relevant (self) and irrelevant (other people).	
Accuracy: 100%	Independence: 100%

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## Mathematics Example – Template (VE)

Name: Jack Date: Jan. 19, 2012

Grade 8 math  
AGLI: Identify congruent shapes and/or congruent angles (31104)  
Task: The student will identify congruent shapes when shown a shape by selecting a congruent shape from a variety of choices.

Accuracy 100%  
Independence 100%

Directions: Circle the figures that are congruent (same size and shape).

Directions: Circle the figures that are congruent (same size and shape).

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## ELA Example – Template (VE)

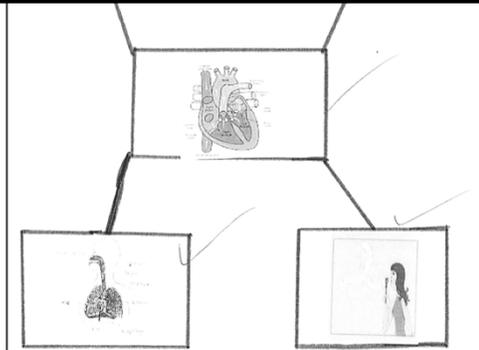
Name Devin  
Date 11-1-11

Excellent!  
😊

Directions: Listen to "Everybody needs a healthy heart" and then identify the main idea (what the story or passage is about) and the supporting details (provide information about the main idea).

Directions: Listen to "Everybody needs a healthy heart" and then identify the main idea (what the story or passage is about) and the supporting details (provide information about the main idea).

NYSAA Verifying Evidence Label	
Date Student Performance:	11/1/2011
Student Name:	Devin
Content Area:	ELA
AGLI Text:	identify the main idea and/or supporting details in informational text(s)
Task:	The student will identify the main idea and/or supporting details in informational text(s) by completing a spider web organizer with word or picture cards or writing the information in the appropriate areas.
Accuracy:	100%
Independence:	100%



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## ELA Example – Template (VE)

Name: Lauren      100% Acc.  
Grade 4 ELA      100% Ind. - 2-12  
AGLI: 12106 Identify important character(s) and/or event(s) in story(s) read or read aloud by others  
Task: The student will identify an important character from a text by circling the picture of this character from multiple pictures.

A character is a person that takes part in the plot. The character is the "who" in the story.

Circle the picture that shows an important character from *Tale of Peter Rabbit*.



A character is a person that takes part in the plot. The character is the "who" in the story.

Circle the picture that shows an important character from *Tale of Peter Rabbit*.

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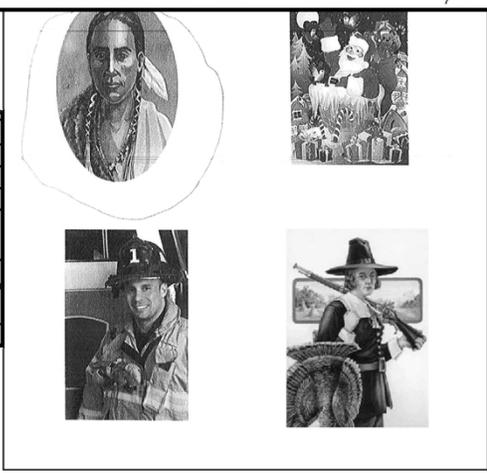
# ELA Example – Not a Template (VE)

Name Drew

Date 1/22

Please circle the important character from the story, Squanto: The Pilgrim Adventure that was read aloud to you. 100%

NYSAA Verifying Evidence Label	
Date Student Performance: 11/22/2011	
Student Name: <u>Drew</u>	
Content Area: <u>ELA</u>	
AGLI Text: Identify important character(s) and/or event(s) in story(s) read or read aloud by others	
Task: The student will identify an important character from the text by circling the picture of this character from multiple pictures.	
Accuracy: <u>100%</u>	Independence: <u>100%</u>



## 2011–12 NYSAA Student Page (1 of 2)

Student Information	
Last Name: [redacted]	First Name: <u>Parker</u>
Date of Birth: <u>January 3, 2000</u>	
Student ID# (assigned by school district): [redacted]	
District of Residence: [redacted]	
Name of School Student Attends: [redacted]	
Attending School City/State: [redacted]	
Student most often receives instruction in the following setting (check one below):	
<input checked="" type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Hospital or <input type="checkbox"/> Other (specify): _____	

Administration Period for 2011–12 NYSAA: October 3, 2011–February 10, 2012

NYSAA Datafolio Submitted for the Following Grade:		
(check only one box based on the student's birth date)		
Birth Date Range	NYSAA Level	Content Areas Assessed
<input type="checkbox"/> September 1, 2002–August 31, 2003	Grade 3	ELA, Mathematics
<input type="checkbox"/> September 1, 2001–August 31, 2002	Grade 4	ELA, Mathematics, Science
<input checked="" type="checkbox"/> September 1, 2000–August 31, 2001	Grade 5	ELA, Mathematics
<input type="checkbox"/> September 1, 1999–August 31, 2000	Grade 6	ELA, Mathematics
<input type="checkbox"/> September 1, 1998–August 31, 1999	Grade 7	ELA, Mathematics
<input type="checkbox"/> September 1, 1997–August 31, 1998	Grade 8	ELA, Mathematics, Science
<input type="checkbox"/> September 1, 1993–August 31, 1994	Secondary	ELA, Mathematics, Science, Social Studies

Supports Required per IEP (check all that apply):	
Type of Support	Details
<input type="checkbox"/> Assistive technology	
<input type="checkbox"/> Communication system	

Month in which the last Collegial Review of this datafolio was conducted: \_\_\_\_\_

Testing Accommodations are listed on the next page.

## Recap – Common Errors

- Verifying evidence must show the assessment task indicated as student action
- Notations help make a piece of verifying evidence clear to an outside person
- Double check all calculations of Levels of Accuracy and Levels of Independence
- Collegial Review is required and is a very beneficial part of the NYSAA process

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## Data Collection Sheets

- Further information in the Administration Manual Step 6 (pages 19 and 20)
- Three different types provided in Appendix D
  - Multi-step Data Collection Sheet
    - Typically used for assessment tasks that can be analyzed and broken into specific steps
  - Time-segment Data Collection Sheet
    - Typically used for assessment tasks that involve student performance over a period of time
  - Discrete Trial Data Collection Sheet
    - Typically used with an Applied Behavior Analysis program
    - Another typical use is for assessment tasks that can be analyzed and broken down into specific skills or subskills

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NYSAA Data Collection Sheet for a Multi-Step Task															
Student Name: <u>Mary</u>								Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)							
AGLI Text: <u>recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s)</u>								Assessment task: <u>The student will recognize a character and event from a literary text by eye gazing to the correct choice</u>							
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response								INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted							
Describe each Step of the Assessment Task:	Date	12/5	Date	12/6	Date	12/7	Date	12/13	Date	12/13	Date		Date		Date
	Acc +/-		Ind +/-		Acc +/-		Ind +/-		Acc +/-		Ind +/-		Acc +/-		Ind +/-
<u>recognize the character</u>	-	-	+	-	+	+	-	+	+	+					
<u>recognize the event</u>	-	+	-	+	+	+	+	+	-	+					
Total +'s	0	1	1	1	2	1	1	2	1	2					
Total Steps	2	2	2	2	2	2	2	2	2	2					
Fraction	0/2	1/2	1/2	1/2	2/2	1/2	1/2	2/2	1/2	2/2	1	1	1	1	1
Percent (%)	0%	50%	50%	50%	100%	50%	50%	100%	50%	100%	%	%	%	%	%
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	AM		LA		LA		SA		AM						
Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above															
Initials: <u>AM</u> Name: <u>Alice</u>				Initials: <u>SA</u> Name: <u>Sue</u>				Initials: <u>LA</u> Name: <u>Laura</u>				Initials: _____ Name: _____			
NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.															

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NYSAA Data Collection Sheet for a Multi-Step Task															
Student Name: <u>Zachary</u>								Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)							
AGLI Text: <u>recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s)</u>								Assessment task: <u>The student will recognize a character and event from a literary text by eye gazing to the correct choice</u>							
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response								INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted							
Describe each Step of the Assessment Task:	Date	12/5/12	Date	12/6/12	Date	12/7/12	Date	12/13/12	Date	12/13/12	Date		Date		Date
	Acc +/-		Ind +/-		Acc +/-		Ind +/-		Acc +/-		Ind +/-		Acc +/-		Ind +/-
<u>recognize the character in Book 1</u>	-	-	+	-	+	+	-	+	+	+					
<u>recognize the event in Book 1</u>	-	+	-	+	+	-	+	+	-	+					
<u>recognize the character in Book 2</u>	+	+	-	+	+	+	-	-	+	+					
<u>recognize the event in Book 2</u>	+	-	-	+	-	+	-	-	+	-					
Total +'s	2	2	1	3	3	3	1	2	3	3					
Total Steps	4	4	4	4	4	4	4	4	4	4					
Fraction	2/4	2/4	1/4	3/4	3/4	3/4	1/4	2/4	3/4	3/4	1	1	1	1	1
Percent (%)	50%	50%	25%	75%	75%	75%	25%	50%	75%	75%	%	%	%	%	%
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	AM		LA		LA		SA		AM						
Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above															
Initials: <u>AM</u> Name: <u>Alice</u>				Initials: <u>SA</u> Name: <u>Sue</u>				Initials: <u>LA</u> Name: <u>Laura</u>				Initials: _____ Name: _____			
NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.															

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NYSAA Data Collection Sheet for Discrete Trial Data																	
Student Name: <u>GRANT</u>										Content Area: <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)							
AGLI Text: <u>recognize coin and dollar denominations</u>										Assessment Task: <u>The student will recognize coin and dollar denominations given different coins by indicating the appropriate denominations</u>							
Trial Information: describe each skill or sub-skill being assessed (include a number for each skill or sub-skill) <u>1) student will recognize dime as .10; 2) student will recognize quarter for .25; 3) student will recognize dollar bill as 1\$ value; 4) student will recognize five dollar bill as its value</u>																	
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response												INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted					
Date	10/18/12	10/19/12	10/25/12	10/26/12	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND
3	+	+	1	-	+	4	+	+	3	-	+						
1	-	+	2	-	+	1	+	-	2	+	-						
2	-	+	3	+	-	2	+	+	1	+	+						
			4	+	+	4	+	+									
# +'	1	3	# +'	2	3	# +'	4	3	# +'	2	2	# +'			# +'		
# Trials	3	3	# Trials	4	4	# Trials	4	4	# Trials	3	3	# Trials			# Trials		
Fract.	1/3	2/3	Fract.	2/4	3/4	Fract.	4/4	3/4	Fract.	2/3	2/3	Fract.	/	/	Fract.	/	/
(%)	33%	100%	(%)	50%	75%	(%)	100%	75%	(%)	67%	67%	(%)	%	%	(%)	%	%
REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date	
AV		AV		CH		CH											
Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above																	
Initials: <u>AV</u> Name: <u>Allen</u>										Initials: _____ Name: _____							
Initials: <u>CH</u> Name: <u>Chris</u>										Initials: _____ Name: _____							
NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.																	

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NYSAA Data Collection Sheet for Documenting a Task by Time Segments																	
Student Name: <u>JACK</u>										Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)							
AGLI Text: <u>attend to text(s) read aloud by others</u>										Assessment task: <u>The student will attend to a text during reading time</u>							
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response												INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted					
Length of Time for each Segment	Date	1/10/13	1/11/13	1/22/13	1/24/13	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
<u>1</u> sec/min (circle one)	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc
Segment 1	+	+	+	+	+	+	+	+									
Segment 2	+	+	-	+	+	+	+	+									
Segment 3	-	+	+	+	-	+	-	+									
Segment 4	+	+	+	+	-	+	-	+									
Segment 5	-	+	-	+	+	+	+	+									
Total +'	3	5	3	5	3	5	3	5									
Total Segments	5	5	5	5	5	5	5	5									
Fraction	3/5	5/5	3/5	5/5	3/5	5/5	3/5	5/5	/	/	/	/	/	/	/	/	/
Percent (%)	60%	100%	60%	100%	60%	100%	60%	100%	%	%	%	%	%	%	%	%	%
REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date		REQUIRED FOR EACH DATE WITH DATA Fill in Staff Initials of Person Recording the Data for Each Date	
JL		JL		BD		JL											
Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above																	
Initials: <u>JL</u> Name: <u>Janet</u>										Initials: _____ Name: _____							
Initials: <u>BD</u> Name: <u>Bob</u>										Initials: _____ Name: _____							
NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.																	

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**NYSAA Observer Verification Form**

Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and may disqualify the student from receiving a reportable score.

**Teacher completes this section:**

Student Name: Jacklyn      Date of Student Performance: 12/3/12

ELA     Mathematics     Science

AGJ text:  
Attend to various genres as they are read aloud

Assessment task:  
The student will attend to various genres read aloud during reading class

**Observer\* completes this section:**

Observer Name: Chail

Observer Title/Position (REQUIRED):

Teacher  
 Administrator  
 School Psychologist  
 Related Service Provider:  Occupational Therapist,  Physical Therapist,  Speech & Language Therapist,  Certified Occupational Therapy Assistant,  Physical Therapist Assistant  
 Nurse  
 Other certified or licensed professional: \_\_\_\_\_ (title)

I hereby certify the assessment task was conducted in my presence.

Chail      12/3/12  
OBSERVER'S SIGNATURE      DATE OBSERVED  
(cannot be the same person collecting data)      (must be same date of student performance noted above)

\*An observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider, not Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer as described in section 80-5.6 of the Regulations of the Commissioner of Education.)

Observer Name and Observer Signature need to match

Date of Student Performance and Date observer signs need to match

## Final Do's and Don'ts

- Double check ALL transcriptions
- Make sure the Level of Accuracy and Level of Independence are calculated correctly
- Confirm that the seven required elements are recorded on DSS, VE, and supporting evidence
- Verifying evidence is required for any two of the three dates of student performance
- Supporting evidence must be included when submitting a Data Collection Sheet
- Data Collection Sheets must be completed in full

## Final Do's and Don'ts (cont'd)

- Do not omit or skip components—use the Table of Contents to organize
- Confirm grade assessed and use only AGLIs and Sample Assessment Tasks from that grade
- Datafolios must be submitted by close of business on February 8, 2013
  - No further work, changes, additions, etc. can be done after the last day of the administration period
- Never make teacher erasures, use correction fluid, white-out, black-out, or submit photocopies (in part or in whole)

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## NYSAA Checklists

Things to Remember  
Collegial Reviews  
Administration  
Manual,  
Appendix F

Checklist for Teachers Administering the NYSAA		Checklist of Things to Remember			
Student Name: _____		Use 1 checklist for each content area assessed: <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)			
		Yes/No	Done	Reviewed	
<b>1. Student Page:</b> complete OMCE					
Current form used and all fields complete: DOB, student name, ID number, based on date of birth indicate grade, district of residence, school, and service provider					
Student's DOB corresponds to the correct grade and assessed content areas per the Age Range Chart on page 4 of the Administration Manual (verify DOB using another document)					
Testing accommodations (by content area) provided during test administration and recorded on page 2 of Student Page					
<b>2. Table of Contents:</b> complete OMCE					
Checklist for Teachers Administering the NYSAA		Checklist for Collegial Reviews			
Student Name	Teacher	Reviewer		Review Date(s)	
<b>1. Student Page:</b>		Yes	No	Reviewer Comments/Recommended Follow-up	
Current form used & fields complete (DOB, name, ID number, grade assessed, district of residence, school, & service provider)					
Correct grade & content areas assessed, per student DOB (check DOB in another document to make sure it is correct on Student Page)					
Testing accommodations (by content area) provided during test administration and recorded on page 2 of Student Page					
<b>2. Table of Contents:</b>		Yes	No	Reviewer Comments/Recommended Follow-up	
All pages are numbered in the datafolio and match the Table of Contents					
INDICATE content area(s):		<input type="checkbox"/> ELA <input type="checkbox"/> Science		<input type="checkbox"/> Math <input type="checkbox"/> Social Studies	
		1 <sup>st</sup> AGI	2 <sup>nd</sup> AGI	1 <sup>st</sup> AGI	2 <sup>nd</sup> AGI
<b>3. Data Summary Sheets (One DSS for each AGLI)</b>		Yes	No	Yes	No
Current forms used: all tasks complete				Reviewer Comments/Recommended Follow-up	
Original: no photocopies, erasures, white out, etc. Errors crossed out, corrected, & initialed					
AGLI from correct grade, per DOB; test & code matches Frameworks (but not Profiler™)					
AGLI from Required Component (check box) "used" & AGLI is from a different component					
Connects: _____ task clearly connects to AGLI					
_____ includes any grants, AND, OR or AND/OR statements in AGLI					
_____ written simply without cues, prompts, levels of assistance, or criterion					
Dates: _____ 3 dates, in chronological order & within the administration period					
_____ corresponds to 2 or more dates on the VE (or DCS, may be used 2 dates)					
Percentages for Levels of Accuracy and Independence are filled in and match what is documented on the VE					
<b>4. Verifying Evidence</b>		1 <sup>st</sup> AGI	2 <sup>nd</sup> AGI	1 <sup>st</sup> AGI	2 <sup>nd</sup> AGI
Two pieces of VE for each AGLI (or DCS with minimum 3 dates in chronological order)		Yes	No	Yes	No
Connects: _____ each piece of VE connects to task; matches student action in task				Reviewer Comments/Recommended Follow-up	
_____ demonstrates any "starts," "end," "or" or "order" statements in task					
_____ VE demonstrates the student was assessed using vocabulary from task & AGLI					
Check BOTH pieces of VE: FIVE (or DCS, may check only once)					
Contains student name, date, content area, AGLI, task, level, Levels of Accuracy & Independence					
Original: no photocopies, erasures, white out, etc. Errors crossed out, corrected, & initialed					
ELA VE in English					
Level: _____ Accuracy & Independence are calculated correctly and notated, if needed					
_____ match what is indicated on DSS					
Label: _____ not obstructing student work or photographs affixed to the correct VE					
Original: no photocopies, erasures, white out, etc. Errors crossed out, corrected, & initialed					
<b>5. Student Work Products</b>		1 <sup>st</sup> AGI	2 <sup>nd</sup> AGI	1 <sup>st</sup> AGI	2 <sup>nd</sup> AGI
Check EACH piece: if both VEEs are work products		Yes	No	Yes	No
Preprinted information and/or directions do not conflict with the task				Reviewer Comments/Recommended Follow-up	
Does not include proportional that gives the answer (e.g., temporary)					
Calendars or charts are submitted for a single date (the test date)					
NOT homework					
NEXT PAGE (for Data Collection Sheets, Photos, Digital Video/Audio) →					
Levels of Accuracy and Independence are calculated correctly; include notes if calculations will not be clear to Scoree					

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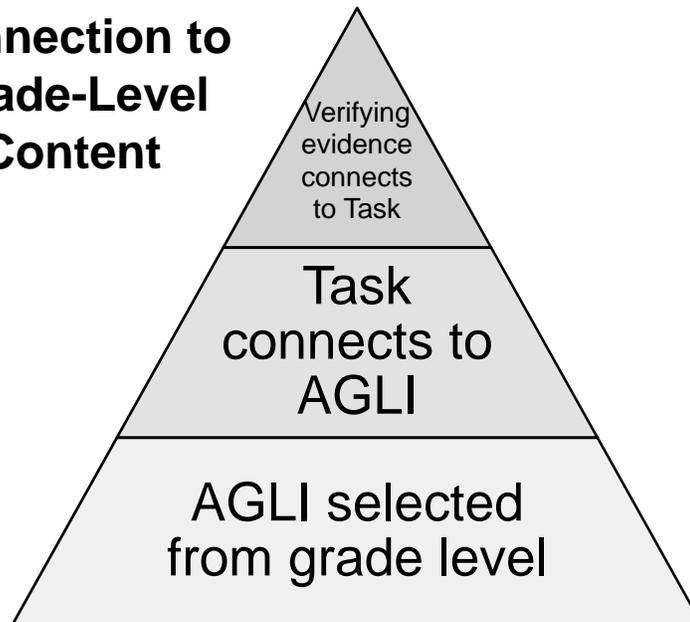
# NYSAA Steps Chart

Administration  
Manual, Page 7

Section One: Steps for Administering the NYSAA	
This section helps teachers select Alternate Grade Level Indicators (AGLIs), identify appropriate assessment tasks, and complete the requirements for documenting student performance data for NYSAA datafolios.	
<b>Steps for Completing a NYSAA Datafolio</b> Administration Period: October 1, 2012–February 8, 2013	
<b>Note:</b> Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period. See page 28 for more information on Collegial Review.	
	<p><b>Step 1:</b> Confirm students to be assessed; Prepare to administer the NYSAA, confirm date of birth criteria</p> <p><b>Step 2:</b> Determine Required Components using Test Blueprints</p> <p><b>Step 3:</b> Determine Choice Components using Test Blueprints</p> <p><b>Step 4:</b> Select two AGLIs per content area</p> <p><b>Step 5:</b> Select an assessment task for each AGLI</p> <p style="text-align: right;">← Recommended Collegial Review Point</p>
FOR EACH CONTENT AREA ELA, Math, Science, and Social Studies (HS only)	<p><b>FIRST AGLI</b></p> <p><b>Step 6:</b> Plan for evidence (verifying evidence and/or supporting evidence) that must be included for each AGLI</p> <p><b>Step 7:</b> Conduct assessment task</p> <p><b>Step 8:</b> Complete verifying evidence documentation</p> <p style="text-align: right;">← Recommended Collegial Review Point</p>
	<p><b>1<sup>st</sup> Required Component</b></p> <p><b>Step 9:</b> Complete Data Summary Sheet</p>
	<p><b>SECOND AGLI</b></p> <p><b>Step 6:</b> Plan for evidence (verifying evidence and/or supporting evidence) that must be included for each AGLI</p> <p><b>Step 7:</b> Conduct assessment task</p> <p><b>Step 8:</b> Complete verifying evidence documentation</p> <p style="text-align: right;">← Recommended Collegial Review Point</p>
	<p><b>2<sup>nd</sup> Required Component</b></p> <p><b>Step 9:</b> Complete Data Summary Sheet</p>
	<p><b>Step 10:</b> Complete Steps 6-9 for each content area to be assessed</p>
	<p><b>Step 11:</b> Assemble the datafolio according to the standardized procedures described in this Administration Manual</p> <p style="text-align: right;">← Recommended Collegial Review Point</p>
	<p><b>Step 12:</b> Submit the datafolio to the building administrator no later than close of business <b>February 8, 2013</b>. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 8, 2013.</p> <p><b>Step 13:</b> Complete the online teacher survey at <a href="http://services.measuredprogress.org/NYSAASurvey.asp">http://services.measuredprogress.org/NYSAASurvey.asp</a></p>

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## Connection to Grade-Level Content



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## Collegial Review

- Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period.
- At least one Collegial Review must be conducted on each datafolio.
- Record the month in which the last Collegial Review was conducted on the bottom of page 1 of the Student Page.



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## NYSAA Datafolio Table of Contents Appendix D

NYSAA Datafolio Table of Contents	
<b>Preliminary Documents</b>	<b>Page #</b>
NYSAA Student Page	
Table of Contents	
<b>The following documents must be included for each content area assessed.</b>	<b>Page #</b>
<b>Data Summary Sheet for the first ELA AGLI (Required component #1)</b>	
First Piece of verifying evidence* for the first ELA AGLI with VE label	
Second Piece of verifying evidence* for the first ELA AGLI with VE label	
<b>Data Summary Sheet for the second ELA AGLI (Required component #2)</b>	
First Piece of verifying evidence* for the second ELA AGLI with VE label	
Second Piece of verifying evidence* for the second ELA AGLI with VE label	
<b>Data Summary Sheet for the first Mathematics AGLI (Required component #1)</b>	
First Piece of verifying evidence* for the first Mathematics AGLI with VE label	
Second Piece of verifying evidence* for the first Mathematics AGLI with VE label	
<b>Data Summary Sheet for the second Mathematics AGLI (Required component #2)</b>	
First Piece of verifying evidence* for the second Mathematics AGLI with VE label	
Second Piece of verifying evidence* for the second Mathematics AGLI with VE label	
<b>Data Summary Sheet for the first Science AGLI (Required component #1)</b>	
First Piece of verifying evidence* for the first Science AGLI with VE label	
Second Piece of verifying evidence* for the first Science AGLI with VE label	
<b>Data Summary Sheet for the second Science AGLI (Required component #2)</b>	
First Piece of verifying evidence* for the second Science AGLI with VE label	
Second Piece of verifying evidence* for the second Science AGLI with VE label	
<b>For High School (HS) Only:</b>	
<b>Data Summary Sheet for the first Social Studies AGLI (Required component #1)</b>	
First Piece of verifying evidence* for the first Social Studies AGLI with VE label	
Second Piece of verifying evidence* for the first Social Studies AGLI with VE label	
<b>Data Summary Sheet for the second Social Studies AGLI (Required component #2)</b>	
First Piece of verifying evidence* for the second Social Studies AGLI with VE label	
Second Piece of verifying evidence* for the second Social Studies AGLI with VE label	
<small>Number all of the pages of the datafolio sequentially, placing documents in the order provided above. *Place supporting evidence directly behind the corresponding Data Collection Sheets (DCS).</small>	

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## Ordering Datafolio Documents

1. **ELA**
  - 1<sup>st</sup> Required Component AGLI
  - 2<sup>nd</sup> Required Component AGLI
2. **Mathematics**
  - 1<sup>st</sup> Required Component AGLI
  - 2<sup>nd</sup> Required Component AGLI
3. **Science**, if applicable
  - 1<sup>st</sup> Required Component AGLI
  - 2<sup>nd</sup> Required Component AGLI
4. **Social Studies**, HS only
  - 1<sup>st</sup> Required Component AGLI
  - 2<sup>nd</sup> Required Component AGLI

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## NYSAA Administration Period



- Administration begins on October 1, 2012
- Administration ends on February 8, 2013
- All datafolios must be completed and turned in to building administrators by February 8, 2013
  - No further work, edits, additions, changes, etc. can be done to a datafolio after February 8<sup>th</sup>

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## Testing Accommodations

- The Department is required to report on the use of testing accommodations to the US Department of Education
- Record the content-specific testing accommodations on page 2 of the Student Page in the space provided
- Refer to pages 23 and 24 of the NYSAA Administration Manual (September 2011) and the OSE website for information about testing accommodations

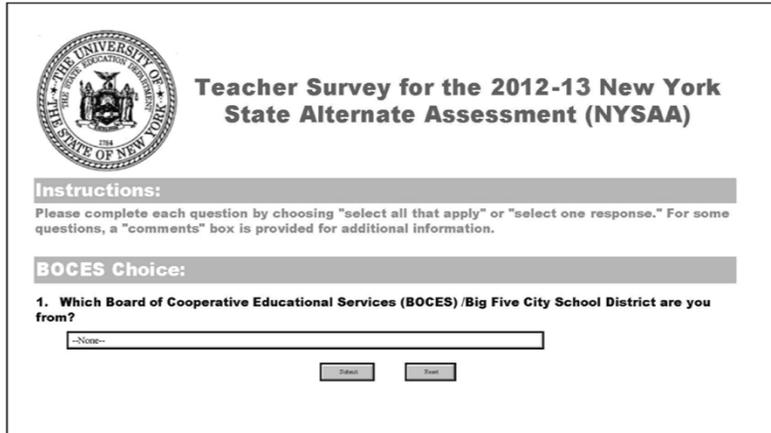
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## Support During Administration

- **Alternate Assessment Training Network (AATN) Specialist** – contact information will be provided during today's program
- **Regional Lead Trainers (RLTs)** – contact information is provided in the Administration Manual
- **Colleagues** – both general education and special education teachers
- **Administrators**

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## On-Line Teacher Survey



 **Teacher Survey for the 2012-13 New York State Alternate Assessment (NYSAA)**

**Instructions:**  
Please complete each question by choosing "select all that apply" or "select one response." For some questions, a "comments" box is provided for additional information.

**BOCES Choice:**

1. Which Board of Cooperative Educational Services (BOCES) /Big Five City School District are you from?

--None--

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## Aligning NYSAA to CCSS

- The Department is working to align all state testing programs to the Common Core State Standards (CCSS)
- New assessment beginning with the 2013-14 NYSAA administration
- Information will be available on the Department's website

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/)

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